DOCUMENT RESUME

ED 460 374 CS 216 730

TITLE	English Proficiency Standards.
INSTITUTION	Oregon Univ. System, Eugene. Office of the Chancellor.
SPONS AGENCY	Pew Charitable Trusts, Philadelphia, PA.; Department of Education, Washington, DC.
PUB DATE	1998-00-00
NOTE	27p.
AVAILABLE FROM	PASS Project, Office of Academic Affairs, P.O. Box 3175, Eugene, OR 97403-0175. Tel: 800-961-7277 (Toll Free).
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Standards; Communication Skills; *English Instruction; High Schools; Higher Education; Literary Criticism; Reading Skills; Research Skills; *State Standards; Writing Skills
IDENTIFIERS	Oregon; *Proficiency Based Admissions Standards

ABSTRACT

This paper presents the current PASS (Proficiency-based Admission Standards System) Proficiency Standards in English and answers the question of what students should be able to do upon admission to the Oregon University System. The PASS standards in the paper are aligned with and complement the standards, scoring guides, and test specifications for the Certificates of Initial Mastery (CIM) and Certificates of Advanced Mastery (CAM). It begins by listing six English proficiency statements: (1) read from a variety of literary genres and periods; (2) interpret literary works; (3) analyze relationships of the humanities and human/social experience; (4) conduct inquiry and research; communicate oral, visual, and written forms; and (6) write for varied purposes. It then presents charts that summarize performance criteria (what students should know and be able to do) in each of the proficiency areas. It then presents guides (organized by the proficiency statements and criteria) for making summary judgments about students' proficiency. (RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 460 374

Oregon
University
System

English

Proficiency Standards

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Proficiency-based Admission Standards System

PASS

Oregon University System
Office of the Chancellor
PO Box 3175, Eugene, OR 97403-3175
1-800-961-PASS (7277)
http://pass-ous.uoregon.edu/

BEST COPY AVAILABLE

CS 216 730

English

What PASS expects of students

The Proficiency-based Admission Standards System (PASS) has identified six proficiencies in English that students will have the option of demonstrating for admission to Oregon University System (OUS) institutions beginning in the fall of 2001. These proficiencies will become requirements for all applicants from Oregon public high schools in the fall of 2005. The following pages outline the admission standards that students must meet. These admission standards are aligned with the Oregon Content Standards and the benchmarks for the Certificates of Initial and Advanced Mastery (CIM and CAM) so that students can progress smoothly through the Oregon public education system.

How students will demonstrate proficiency

To demonstrate proficiency, students will (1) meet designated scores on state tests and (2) produce work that will be compiled into collections of evidence. Teachers will evaluate the collections by comparing students' work to the standards and judging whether the collection shows sufficient evidence of proficiency. These teacher verifications of proficiency, much like final grades, are summary judgments, but they are focused on specific student capabilities, referenced to the standards, and validated by other assessors.

What you will find here

The following pages present the current PASS Proficiency Standards in English and answer the question "What should students know and be able to do?" The PASS standards are aligned with and complement the standards, scoring guides, and test specifications for the CIM and CAM. Because PASS standards are used for making verification judgments as well as for guiding curriculum, instruction, and assessment, they are organized around criteria for making judgments about proficiency. Each proficiency has a set of criteria which organize a guide for making assessment judgments. The guides contain descriptions of proficient performance, addressing the question "How well should students perform?" and explaining further what they should know.

Contents

Page	Information	Uses
1	Proficiency Statements	• describe proficiencies students must demonstrate for admission • used to understand learning targets and alignment with Oregon Content Standard Areas
2	Summary Charts of Criteria for Determining Proficiency	• present an overview of expectations for student learning • used to plan instruction and assessment
4	Guides for Verifying Proficiency	• present proficiencies, criteria, and descriptions of proficient performance • used to evaluate collections of evidence and verify proficiency • can be used to build classroom scoring guides

English

The six English proficiency statements presented below have been developed and field tested through collaborative work involving Oregon high school teachers and university faculty. The proficiencies are derived from and referenced to standards developed by the National Council of Teachers of English. The proficiencies are aligned with Oregon Content Standards and benchmarks for CIM and CAM.

Proficiency Area	PASS Proficiency Statement	Aligned with Oregon Content Standards in These Areas *
A: Read from a Variety of Literary Genres and Periods	Read and respond to a broad selection of literature from a variety of historical periods, cultures, literary perspectives, and genres, including poetry, novels, short stories, essays, and drama; understand the characteristics of literary genres, periods, and movements.	Literature * Reading
B: Interpret Literary Works	Analyze literary forms, elements, devices, and themes to interpret and critique literary texts, performances, and media.	Literature *
C: Analyze Relationships of the Humanities & Human/Social Experience	Explain how the humanities reflect, influence, and comment upon human experiences and societal assumptions, traditions, structures, and changes.	Literature *
D: Conduct Inquiry and Research	Conduct inquiry and research, using a variety of primary and secondary sources and informational resources to investigate questions and topics, gather and synthesize information, and create and communicate knowledge.	
E: Communicate in Oral, Visual, and Written Forms	Use oral, visual, written and multi-media communication forms to convey information and ideas for a variety of purposes, audiences, and contexts.	Communication *
F: Write for Varied Purposes	Write to discover and convey meaning, using effective processes to produce writing which is thoughtful, fluent, organized, coherent, and clear.	Writing *

* Criteria for the proficiencies align directly with benchmarks in these areas.

English

Summary Charts of Criteria for Determining PASS Proficiency

The following charts summarize *what students should know and be able to do* in English for admission to OUS institutions. The six proficiency areas to be assessed and the performance criteria for determining proficiency are listed on these pages. These criteria, which align with the Content Standards and benchmarks for CIM and CAM, suggest *what students should demonstrate they can do* in assessments and collections of evidence.

Proficiency Area	Criteria:	►	Students demonstrate the ability to ...
A: Read from a Variety of Literary Genres and Periods	A1: Breadth and Depth of Literary Experience	►	*Read and respond to works of recognized literary merit from a variety of cultures, genres, and historical periods; recognize the distinguishing characteristics of significant literary periods, movements, and genres.*
	A2: Extending Understanding of Literary Works	►	*Identify and explain relationships among literary works, human experiences, other texts, or disciplines.*
B: Interpret Literary Works	B1: Analysis of Literary Elements and Devices	►	*Recognize, examine, and understand the uses and effects of literary elements, rhetorical devices, and themes within and among literary works.*
	B2: Interpretation and Use of Textual Evidence	►	*Use textual evidence to develop and support an interpretation of a literary work.*
	B3: Criticism	►	*Use ideas and approaches of literary critics in analyzing and critiquing a literary work.*
C: Analyze Relationships of the Humanities & Human/Social Experience	C1: Understanding of Contextual and Biographical Influences	►	*Explain how works from the humanities are influenced by historical, social, cultural, political, literary, or creative contexts and individual experiences.*
	C2: Understanding of Social/Cultural Representations	►	*Examine how works from the humanities characterize individuals, groups, and cultures.*
	C3: Understanding of Social/Cultural Commentary	►	*Explain social/cultural perspectives, themes, and commentary, and examine techniques used to promote or critique social change in works from the humanities.*
D: Conduct Inquiry and Research	D1: Research Process	►	*Identify and frame topics, questions, and purposes for inquiry; plan and conduct research.*
	D2: Analysis of Information Sources	►	*Locate and interpret varied information sources; distinguish among facts, supported inferences, and opinions; evaluate information.*
	D3: Use of Researched Information	►	*Use, integrate, and cite researched information and evidence.*

Proficiencies A-C (shown at left) represent content knowledge in literature and the humanities. Proficiencies D-F (shown below) represent processes that cross all content domains (research, communication, writing). For full text of the proficiencies and descriptions of proficient performance, see the separate standards and summary guides that begin on page 6.

Proficiency Area	Criteria:	➢ *Students demonstrate the ability to ...*
E: Communicate in Oral, Visual, and Written Forms	E1: Use of Oral, Visual, and Written Forms	➢ *Use and integrate oral, visual, written, or multi-media forms to communicate ideas in ways appropriate to topic, context, audience, and purpose.*
	E2: Organization of Presentations	➢ *Organize oral, visual, or multi-media presentations in clear, coherent sequences appropriate to topic, context, audience, and purpose.*
	E3: Use of Language and Techniques	➢ *Use the languages, techniques, and conventions of various communication forms to communicate ideas.*
	E4: Analysis of Oral, Visual, and Written Communications	➢ *Analyze and evaluate oral, visual, and written/media communications, considering topic, context, audience, purpose, delivery, and language.*
F: Write for Varied Purposes	F1: Quality of Thinking	➢ *Develop support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose.*
	F2: Organization and Coherence	➢ *Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.*
	F3: Style and Technique	➢ *Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing.*
	F4: Use of Conventions	➢ *Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, formatting, and, when appropriate, citations.*
	F5: Purposes, Modes, and Forms	➢ *Write for varied purposes in a variety of modes and forms.*
	F6: Writing Process	➢ *Use effective processes to generate, compose, organize, revise, and present writing.*
	F7: Publication	➢ *Format and publish writing in ways appropriate to topic, context, audience, and purpose.*

How the guides are organized

The following pages contain guides for making summary judgments about students' proficiency. The guides are organized by the proficiency statements and criteria, which are presented at the top of each guide. Within the guide are descriptions of proficient performance developed by PASS high school and university partners and field tested during classroom instruction, assessment, and verification processes. Currently, only one level of performance (proficient) is described, since assessors make a single judgment that student collections of evidence either *meet* or *do not meet* the standards for admission. Eventually, advanced performance levels will also be identified for use in determining readiness for *advanced standing* in OUS institutions.

How the guides are used to judge collections of evidence

To be judged proficient, students need to demonstrate through collections of evidence that they can do what the proficiency expects. Assessors may:

- focus on the proficiency statement at the top of the guide for making a holistic judgment about proficiency;
- focus on the criteria and statements of what "students demonstrate the ability to do" to guide more analytical judgments; or
- use the descriptions of proficient performance for more detailed analysis of student collections. While students do not need to demonstrate every descriptive statement in the guide, they should present evidence that they can perform at the level suggested by the descriptions.

How the guides can be used in the classroom

Teachers may also use the guides as the basis for developing classroom and task-specific scoring guides. To do so, they select appropriate criteria from one or more proficiencies, "cut and paste" descriptions which apply, translate descriptions to fit the assessment context, and in some cases develop multiple levels of performance. Final verification judgments, however, should be based on the summary guides as they appear in the PASS Standards.

How the guides are formatted

The diagram below highlights the information found in the guides and their general format:

Content Area
Proficiency Title

- **Proficiency Statement** - describes the complex capability which students must demonstrate and which teachers verify

- **Criteria** - headings for organizing the guide and statements of what "students demonstrate the ability to do;" used by teachers as the basis for verification judgments

- **Descriptions of Proficient Performance** - statements that describe what proficient (and later advanced) performance might look like for each of the criteria; used as a reference for teachers in developing curriculum, instruction, assessment, and in verifying proficiency

ENGLISH

Proficiency A: Read from a Variety of Literary Genres and Periods

Read and respond to a broad selection of literature from a variety of historical periods, cultures, literary perspectives, and genres, including poetry, novels, short stories, essays, and drama; understand the characteristics of literary genres, periods, and movements.

Criteria *Students demonstrate the ability to ...*	A1: Breadth and Depth of Literary Experience ➢ ***Read and respond to works of recognized literary merit from a variety of cultures, genres, and historical periods; recognize the distinguishing characteristics of significant literary periods, movements, and genres.***	A2: Extending Understanding of Literary Works ➢ ***Identify and explain relationships among literary works, human experiences, other texts, or disciplines.***
Advanced Performance		

Proficient Performance	• has read and responded in meaningful ways to works of literary merit from:
	  • a variety of historical literary periods and movements
	  • a variety of contemporary writers and regions
	  • a variety of cultures and in a variety of forms
	• correctly recognizes and explains the distinguishing characteristics of selected literary periods, movements, or regions
	• compares two or more works from different historical periods, movements, or cultures
		• has read and responded in meaningful ways to works of literary merit that:
		  • represent varied aspects of human experience and a range of thematic treatments
		  • view human experience from a variety of perspectives and schools of thought
		• compares two or more works that represent human experience in contrasting ways from varied perspectives
		• relates literary works to substantive and relevant personal experiences
		• relates literary works to knowledge and texts from other disciplines
		• extends and deepens understanding of literary works by examining connections to other texts, experiences, issues, and events

ENGLISH Proficiency B: Interpret Literary Works

Analyze literary forms, elements, devices, and themes to interpret and critique literary texts, performances, and media.

Criteria	B1: Analysis of Literary Elements and Devices	B2: Interpretation and Use of Textual Evidence	B3: Criticism
Students demonstrate the ability to ...	➤ ***Recognize, examine, and understand the uses and effects of literary elements, rhetorical devices, and themes within and among literary works.***	➤ ***Use textual evidence to develop and support an interpretation of a literary work.***	➤ ***Use ideas and approaches of literary critics in analyzing and critiquing a literary work.***
Advanced Performance			• establishes an interpretative thesis that reflects and sustains a commitment to a particular critical approach • demonstrates an understanding of the type of analysis and terminology particular to the chosen critical approach • establishes clear and defensible criteria for critiquing and evaluating a literary work • devises and applies a logical method to analyze, interpret, or critique a literary work • uses and responds to the ideas of literary critics in analyzing and critiquing a literary work • supports critical judgments with specific evidence and/or the reasoned evaluations of other critics • indicates awareness of one or more approaches to literary criticism (e.g., personal, historical, biographical, psychological, sociological, formal, "new critical," feminist) in analyzing and critiquing a literary work

Proficient Performance	• within a variety of literary genres and works, recognizes and analyzes:
	  • the uses of the elements of literature
	  • the writer's choices and uses of language and rhetorical devices
	  • the patterns and motifs developed within and among literary works
	• draws well supported conclusions about the effects of language, rhetorical devices, and motifs on the reader's experience and the meaning, unity, and effectiveness of a literary work
	• relates general observations to specific textual evidence
	• uses concepts and terminology correctly and appropriately
	• restricts and focuses the analysis as appropriate for the work and the length/nature of the response; achieves a coherent discussion of significant literary elements and devices
		• develops an interpretation that exhibits personal engagement, originality, careful reading, understanding, and insight
		• extends beyond literal interpretation, summarizing, verbatim quoting, or personal judgment
		• develops the interpretation from a clear, compelling, central thesis
		• establishes and organizes the interpretation around several clear ideas, premises, or images related to the thesis
		• develops, explains, and justifies the interpretation through sustained use of examples and textual evidence
		• integrates textual references and quotations smoothly and appropriately to achieve a coherent discussion
		• uses appropriate conventions of style and format in citing and documenting textual references
		• expresses the interpretation clearly, coherently, and vigorously	

ENGLISH Proficiency C:

Analyze Relationships of the Humanities and Human/Social Experience

Explain how literature and the humanities reflect, influence, and comment upon human experiences and societal assumptions, traditions, structures, and changes.

Criteria *Students demonstrate the ability to ...*	C1: Understanding of Contextual and Biographical Influences ➤ ***Explain how works from the humanities are influenced by historical, social, cultural, political, literary, or creative contexts and individual experiences.***	C2: Understanding of Social/Cultural Representations ➤ ***Examine how works from the humanities characterize individuals, groups, and cultures.***	C3: Understanding of Social/Cultural Commentary ➤ ***Explain social/cultural perspectives, themes, and commentary and examine techniques used to promote or critique social change in works from the humanities.***
Advanced Performance			
Proficient Performance	• accurately identifies and presents biographical or contextual (historical, social, cultural, political, or literary) information • selects appropriate contextual or biographical information; distinguishes and explains significant influences on an author's/creator's work • thoughtfully analyzes cause-effect relationships and contributions to an author's/creator's work • accurately places and analyzes the work within the context of an influential movement (or the works of other authors/creators)	• overviews the social, cultural, historical, or political context presented in a literary or artistic work(s) • distinguishes between imagined/fictional representations and accurate representations of cultures, societies, and historical characters • identifies the ways in which individuals, groups, relationships, and social dynamics are depicted within a literary or artistic work(s) • analyzes how characterizations are presented and developed within a literary or artistic work(s) • recognizes, analyzes, and critiques stereotypical characterizations • analyzes the influences of social and cultural membership, ethnicity, or gender within a literary or artistic work(s)	• identifies and interprets significant social/cultural issues, themes or commentary represented in a literary, philosophical, or artistic work(s) • examines how and why a literary, philosophical, or artistic work(s) attempts to promote or resist social/cultural change • compares social themes among varied literary, philosophical, or artistic works and/or historical or cultural contexts • examines multiple social or cultural viewpoints represented in literary, artistic, historical, or philosophical work(s) • analyzes the ways social/cultural perspective or point of view influence an author's/creator's work • identifies points of view and biases which influence one's perceptions of and responses to a literary, philosophical, or artistic work(s)

ENGLISH
Proficiency D:
Conduct Inquiry and Research

Conduct inquiry and research, using a variety of primary and secondary sources and informational resources to investigate questions and topics, gather and synthesize information, and create and communicate knowledge.

Criteria	D1: Research Process	D2: Analysis of Information Sources	D3: Use of Researched Information
Students demonstrate the ability to ...	➢ ***Identify and frame topics, questions, and purposes for inquiry; plan and conduct research.***	➢ ***Locate and interpret varied information sources; distinguish among facts, supported inferences, and opinions; evaluate information.***	➢ ***Use, integrate, and cite researched information and evidence.***
Advanced Performance			
Proficient Performance	• identifies topics, asks questions, and develops ideas leading to inquiry, investigation, and research • plans and conducts multi-step information searches and/or investigations for varied purposes • uses a variety of research methods and resources, including on-line information searches • uses a variety of primary and secondary sources, distinguishing the nature and value of each • plans and conducts scripted and/or open-ended interviews, using appropriate questioning, recording, and analyzing techniques • coherently and appropriately combines and integrates information from inquiry-based research • reports and reflects upon research processes (in journals, oral reports, "I-search" papers, etc.)	• independently uses organizational features of libraries, electronic media, information sources and texts to access information • locates varied and sufficient sources of information, using available library, electronic, and human resources • accurately assesses the credibility and relevance of resources and information • accurately interprets information presented in text and graphic forms • selects, categorizes, organizes and records information to facilitate access and use • clearly distinguishes among facts, supported inferences, and opinions in information sources • identifies possible bias, stereotyping, unsupported inferences, fallacious reasoning, etc. in information sources	• synthesizes information attained through research to develop coherent conclusions, discussions, and presentations • supports conclusions and arguments with adequate and appropriate researched information • quotes or paraphrases information sources accurately and appropriately, avoiding plagiarism and parroting • integrates quotations and citations into written text, maintaining flow of ideas, avoiding overuse of quotations, and achieving a balance between information and own ideas • correctly uses appropriate conventions (MLA style or other as designated) for in-text documentation, notes, and bibliographies • uses researched information creatively • achieves an accurate, balanced, and honest research presentation

ENGLISH Proficiency E: Communicate in Oral, Visual, and Written Forms

Use oral, visual, written and multi-media communication forms to convey information and ideas for a variety of purposes, audiences, and contexts.

Criteria	E1: Use of Oral, Visual, and Written Forms	E2: Organization of Presentations	E3: Use of Language and Techniques
Students demonstrate the ability to ...	➢ ***Use and integrate oral, visual, written, or multi-media forms to communicate ideas in ways appropriate to topic, context, audience, and purpose.***	➢ ***Organize oral, visual, or multi-media presentations in clear, coherent sequences appropriate to topic, context, audience, and purpose.***	➢ ***Use the languages, techniques, and conventions of various communication forms to communicate ideas.***
Advanced Performance			
Proficient Performance	• selects, combines, and uses effectively a variety of communication forms (oral, visual, written, multi-media) and methods (e.g., speeches, dramatizations, informal presentations, slide/transparency presentations, computer and web graphics, posters, films/videos, print journalism, reports, essays, creative writing, etc.) • selects a communication form and method most appropriate for the task, context, audience, and purpose • understands principles of a chosen form and method of communication • communicates clear, coherent, and original thinking through chosen form(s) and method(s) • adopts an approach and conveys a tone appropriate for the form/method of communication, context, audience, and purpose • effectively integrates forms and methods of communication in mixed-media presentations	• understands and uses a variety of organizational patterns, based on content, context, form, purpose, and audience • organizes presentations to unify, highlight, develop, and enhance central ideas or images • sequences ideas, information, and segments of presentations clearly, logically, and coherently • leads the audience carefully through the presentation, from a beginning which invites and introduces to an ending which resolves, concludes, and closes • establishes smooth, effective connections and transitions among all elements of the presentation • uses repetition, contrast, and parallel organizational structures where appropriate to highlight relationships among ideas • achieves organizational economy and conciseness	• uses the language and techniques of oral, visual, written, and multi-media communication forms to communicate ideas effectively • in ***oral communication***, uses: precise language; clear enunciation; correct pronunciation; fluent delivery; effective variations in rate, volume, tone, and inflection; effective eye contact, expressions, and gestures; visual aides, media and props • in ***visual/multi-media communication***, uses: clear and effective graphic language and symbols; elements and principles of design; appropriate and effective use of media; correct techniques and processes • in ***written communication***, uses: (see guide for Proficiency F) • understands how language use affects responses to communication • selects (or modifies) approach and language of presentations to convey specific meanings and reach specific audiences

ENGLISH

Proficiency E: Communicate in Oral, Visual, and Written Forms (*cont.*)

Use oral, visual, written and multi-media communication forms to convey information and ideas for a variety of purposes, audiences, and contexts.

Criteria

Students demonstrate the ability to ...

E4: Analysis of Oral, Visual, and Written Communications

➢ ***Analyze and evaluate oral, visual, and written/media communications, considering topic, context, audience, purpose, delivery, and language.***

Advanced Performance

Proficient Performance

- listens/views/reads actively, and analyzes oral, visual, written and multi-media communications to extract key information and ideas
- evaluates the effectiveness of an oral, visual, written or multi-media communication in relationship to its context, audience, purpose, and delivery
- analyzes how form, technique, and language are used in a variety of oral, visual, written and multi-media communications
- identifies and critically evaluates communications and language which reflect biases, stereotypes, persuasive techniques, and propaganda from various sources, including mass media
- reflects upon and critically evaluates his/her use of language in relationship to context, audience, purpose, personal voice and style

ENGLISH Proficiency F: Write for Varied Purposes

Write to discover and convey meaning, using effective processes to produce writing which is thoughtful, fluent, organized, coherent, and clear.

Criteria	F1: Quality of Thinking	F2: Organization and Coherence*	F3: Style and Technique * (Sentence Fluency and Word Choice)
Students demonstrate the ability to ...	➢ ***Develop, support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose.***	➢ ***Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.***	➢ ***Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing.***
Advanced Performance			
Proficient Performance	• says something, and means it • discovers, develops, and expresses ideas which are his/her own • conveys thinking which is comprehensible and interesting for its intended audience • develops thinking in relationship to purpose (i.e., expressing, informing, persuading, narrating, entertaining) • establishes, develops, and connects organizing ideas or images • fully develops thinking, avoiding superficial discussion or listing of ideas • builds from, rather than merely repeating, the thinking of others • reasons carefully and supports claims using relevant, carefully selected details, examples, or evidence • achieves clarity, focus, and control of thinking • achieves a thorough, balanced, insightful treatment of the topic • critiques own thinking and identifies places where it is flawed (over-simplified, biased, illogical, vague)	• understands and uses a variety of organizational patterns, based on content, context, purpose, and audience • organizes to unify, highlight, develop, and enhance central ideas or images • sequences ideas and information clearly, logically, and coherently • leads a reader carefully through the writing, from a beginning which invites and introduces to an ending which resolves, concludes, and closes • establishes smooth, effective connections and transitions among ideas, paragraphs, and sentences • integrates details, examples, and supporting evidence smoothly and appropriately • uses repetition, contrast, and parallel organizational structures where appropriate to highlight relationships among ideas, paragraphs, sentences • achieves organizational economy and conciseness in paragraphs, sentences, and format	• varies voice, style, sentence patterns, and word choices as appropriate for content, context, purpose, and audience • makes exact, specific word choices to convey intended message • uses language in natural, fresh, vivid, and lively ways, avoiding awkward, stilted, or ostentatious word choices • varies vocabulary to achieve interest; uses repetition to connect and emphasize ideas • evokes clear and compelling images, using figurative language when appropriate • carefully crafts and varies sentences to achieve clarity and interest and to enhance meaning • demonstrates understanding and control of sentence structure; uses sentence fragments sparingly and only where effective • achieves a readable, interesting, natural style

* Note: Criteria F2, F3, and F4 align with traits in the State Analytical Trait Scoring Guide at level "5."

ENGLISH
Proficiency F: Write for Varied Purposes (*cont.*)

Write to discover and convey meaning, using effective processes to produce writing which is thoughtful, fluent, organized, coherent, and clear.

Criteria	F4: Use of Conventions *	F5: Purposes, Modes, and Forms	F6: Writing Process
Students demonstrate the ability to ...	➢ ***Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, formatting, and, when appropriate, citations.***	➢ ***Write for varied purposes in a variety of modes and forms.***	➢ ***Use effective processes to generate, compose, organize, revise, and present writing.***
Advanced Performance			
Proficient Performance	• uses conventions of usage, form, and style appropriate for content, context, audience, mode, and purpose • rarely makes errors in final drafts; errors do not impede readability • selects and uses punctuation effectively to guide the reader through the text • spells words correctly in final drafts, using spell checks and other support resources when necessary • manages complex ideas through effective paragraphing; uses paragraph structures and breaks to communicate and enhance the organizational structure of the work • uses language, grammar, and syntax correctly to achieve clarity and style • uses correct and appropriate conventions for documentation and format (MLA style or others) • uses editing skills and processes to develop polished written products	• writes effectively for a variety of purposes (to discover and work out ideas, express self, inform, report, persuade, narrate, entertain) • writes in, uses, and adjusts writing for a variety of modes (expository, persuasive, narrative/imaginative, business, technical) • writes effectively in a variety of forms (e.g., essays, research papers, technical reports, letters or business communications, web pages, fiction, poetry, drama) • writes to convey information and ideas effectively in a variety of content areas • writes to discover as well as convey ideas • uses informal writing to explore and express ideas freely, using a variety of written and visual techniques • sustains commitment to regular informal writing in journals, logs, etc. when appropriate and possible	• employs writing processes and strategies which fit purpose, context, audience, and personal style • applies effective strategies for generating ideas and recognizes their relationship to work as it takes shape • uses effective processes to organize and order ideas, either before composing or in revising early drafts • composes fluently, avoiding or overcoming blocks • understands the value of multiple drafts, readings, responses, and revisions • seeks and uses questions, responses, and suggestions from instructor, peers, and other readers in revising work • assesses own work objectively, using criteria for effectiveness to determine strengths and areas for improvement • demonstrates a focused process of improvement from early to final drafts

* Note: Criteria F2, F3, and F4 align with traits in the State Analytical Trait Scoring Guide at level "5."

ENGLISH
Proficiency F: Write for Varied Purposes (*cont.*)

Write to discover and convey meaning, using effective processes to produce writing which is thoughtful, fluent, organized, coherent, and clear.

Criteria
Students demonstrate the ability to ...

F7: Publication

➢ ***Format and publish writing in ways appropriate to topic, context, audience, and purpose.***

Advanced Performance

Proficient Performance

- uses text format(s) appropriate for content, context, audience, and purpose
- correctly follows publication conventions or stipulations associated with the particular written work
- uses page formats, layouts, fonts, and spacing to increase readability and impact of document and to clarify textual organization, main ideas, and important information
- follows appropriate conventions for in-text documentation, notes, and/or bibliographic listing of sources
- incorporates visual or graphic material with text to strengthen presentation
- uses technological resources and software effectively
- manages document design and production to produce polished work
- reviews and proofs documents so they are essentially free of mechanical, typographic, or production errors
- shows a commitment to quality through processes and products

010098

This is one of seven PASS publications that outline the knowledge and skills students need to have to be admitted into the Oregon University System. There are separate booklets for each of the six content areas:

- Mathematics
- English
- Science
- Social Science
- Second Languages
- Visual and Performing Arts

The overview booklet, "Proficiency Standards," contains summary charts of criteria for all six content areas. To obtain the publications, visit the PASS web site at **http://pass-ous.uoregon.edu**, or phone (541) 346-5799 or (800) 961-PASS.